How Summer Activities Are Changing and Why

LEROY E. BOWMAN

IN A PECULIAR sense the provision for children during the summer has always been significant as a reflection of the attitude of society toward its children and of its efforts to relate them to adult life. In years gone by, when the point of view of America as a whole was agricultural, the school was simply the place where book learning was added to other recognized kinds of learning. It was "vacated" in summer because children were needed to help on the farm. We sometimes think that the summer vacation was the result of a humanitarian concern for child and teacher, but the fact is that children did not have school in summer, because they had far more important work to do. They were free to go to school only during the latent period of farm life, in the winter when a few daily chores, performed morning and evening, sufficed to keep the farm running smoothly. In a time when a man's wealth was counted in sons, as well as in stock and acres, the sons, and daughters too, were indispensable from early spring until after harvest, and of necessity schools were organized accordingly.

Thinking people probably assumed that children, at work with their parents and older brothers and sisters, would learn, as they did, the practical things of life. They also learned, by active association with a functioning group, the values of the community in which they lived—in trite phrase, the meaning of life. Newer kinds of summer activities show a similar purpose—to add to the child's understanding of life. But as our life has changed, so also have our means of interpreting it. We are still trying to find active, expressive, varied ways in which children can learn some of the real things in life and can catch the deeper meanings of the society in which they live. The community, however, has changed in its relation to the child; it is so urbanized, complex and intricate, that a child left to his own resources has only limited opportunity to absorb much of wider or deeper social significance. Furthermore the work of an industrialized world is less and less suitable for children's participation. Meanwhile they have been removed a great distance from the source of many of the most necessary things in their lives, like the milk and eggs on the family's table, or the wool and cotton in its clothes. In its efforts to bring children into touch with these everyday realities, presentday society must deliberately organize, in a certain sense even create, activities for children which were naturally found in the economic situation of an agrarian society. It therefore faces the enormous job of persuading itself that it must work toward, and adequately pay for, the provision of meaningful activities in summer for children.

Between the era of farm philosophy and the present, there has been a transition stage, one of escape pure and simple. Activities have been deliberately organized, but they have been provided in order that children might get away from the work of school. There has been little thought of making the vacation experience of the child significant, either in rounding out his development as an individual or in fitting him to meet the demands of society. Activities have been considered as purely recreational, in the sense of giving the child elbow room to do what he had not done during the year, or leaving him free to do the easiest thing, or the thing superficially most acceptable to him. It has more or less consciously been assumed that recreation in a very narrow sense is not only the most enjoyable activity, but also the most potent in the development of character. Any kind of activity that kept a child engaged has been regarded as wholesome; any kind of game has supposedly developed sportsmanship.

Although this point of view is not yet a thing of the past, there is now a marked trend away from such an

essentially negative concept. Within the organized recreation groups, as has been pointed out by J. F. Steiner who made the study on *Americans at Play* for the President's Research Committee on Social Trends, there is a distinct and articulate effort to offer the child the maximum of stimulation for varied interests on his own age level, and to guide him in correlating these into an integrated expression as a natural, whole, responding person. The possibilities of "fun" for the child, it need hardly be said, are infinitely greater in integrated activity than through the more limited stimulation of play simply as relaxation and change. So also the greater developmental value of the more comprehensive type of summer activity is beyond question.

Reflecting Social Needs

To summarize the history of summer activities in America, a period of vacating the summer from school for work, that was in itself vitally social in its formative value, was followed by a period of providing organized play in the narrow sense of the word, on the assumption that by keeping occupied in his vacant time the child was becoming good; this in turn has been followed by a period just beginning in which the effort is to stimulate completely, to integrate the varied forms of expression into creative results, and to make the whole procedure one of building meanings and relations through the child's own experience. The first was the *work* stage of summer activities; the second, the *recreational.* The third includes both of these in an *educational* stage, taking education in its broadest sense.

A question that parents, teachers and play leaders often raise must be considered in analyzing these trends: how much and in what ways are summer activities for children becoming standardized? Professor Goodwin Watson has recently voiced this pertinent query at the hearings of the New York Committee on the Use of Leisure. The trend away from the imposition of adult standards, as in the work stage, was followed by over standardization in children's play. A playground in New York has much the same apparatus as one in Los Angeles. The report of the Sub-Committee on Summer Vacation Activities of the White House Conference on Child Health and Protection spoke in very plain criticism of the standardization of almost everything in many camps and playgrounds. Competitive athletics, for instance, is standardized beyond all use or belief.

Summer provision on the educational level is showing a distinct diversification of groupings, equipment and products which leads away from over-standardization in form and methods. Control over the play procedure is inherent in the necessities of the task in hand. Cooperation does not come from the outside, by rule, or "technique," or "form," but from the adjustment of individual desires and capacities under the urge to complete a common task.

The most complete summer activity of this type is the play school of New York, Cleveland, Detroit, Chicago, Boston and other cities. In many localities agencies conducting all-day-care of children of school age provide a well rounded program of healthful and educational activities. Many playgrounds have been evolving more varied programs; several summer camps have worked out a rich program conducted along creative lines. The Jewish Welfare Board has fostered the home camp in many cities, a combination of play, craft, health and other activities carried on in the community center with as much educational content and creative activity as possible. Of late the summer experimental church schools have shown the same tendency through the adoption of cooperative schemes and comprehensive programs.

Community Planning

The need of bringing into all-day-care a number of different skills has required a staff with varied backgrounds of work in education, recreation, health and other fields. As a result a variety of organizations has been brought into the planning and execution of these projects, and there has been a distinct trend toward comprehensive community planning and away from competition for the time of the child among several narrowly specialized agencies.

Perhaps more significant than the cooperation between private agencies has been the effort to bring the public agencies, especially the educational and health authorities, into the work of the play schools or other all-day projects. In the East Boston Play School and the Washington, D. C., Activities School this tendency has been marked, and in the Philadelphia centers hardly less so. This kind of cooperation involves in large measure the joint planning of the child's whole summer.

Its implications are of the utmost importance; for through the adoption of progressive measures in the summer it involves the whole school year. One outstanding factor is, for instance, the training of workers during the summer in methods of child care and teaching that are carried over into the regular sessions. Another is the carrying over by children of activities and groupings originated in the summer. Especially is this true in Boston. A third kind of carry over is the continuance during the winter

months of parent education begun in connection with the play schools of some cities. Parent education is in itself a development of special significance in summer activities. Recently the church schools have shown increasing appreciation of its importance. A fourth way in which summer provision is being related to winter activities is through the various devices whereby the winter schools plan for, or stimulate toward, summer pursuits that will be tied up with the school. Kansas City has correlated its summer and winter social studies; Baltimore teachers send letters to parents; Cleveland and Detroit, among other cities, have garden clubs; Atlanta provides credit for summer activities; Grand Rapids has hobby bulletins.*

Perhaps the most progressive movement is the growing use of the summer months by the public schools as an experimental period. The germs of the plan existed for years in the relation of the New York school authorities to the progressive play schools of the Child Study Association. The Sub-Committee on Summer Vacation Activities of the White House Conference advocated the scheme; it was enlarged at round tables of the Progressive Education Association, and has so far found its most definite expression in the Lewis Champlin summer experimental school instituted by the Superintendent of Schools in Chicago.

So far as this sort of progressive experimentation actually reaches, the summer has become important in its effect on all organized child care. It is, of course, still very limited in the numbers of children directly served, probably not more than one-sixth of the total number in the country. Although there has been some growth, it is not sufficient to warrant too sanguine hope. Every consideration, both for one's own child and for the community, would urge upon parents, educators, health workers and recreation workers, the need of more experimental cooperative projects. The planning should contemplate the whole child and the complete cycle of the year. The school authorities should undertake as much responsibility as they are in a position to assume; and every agency which has something to contribute should be enlisted.

The home should be related closely to any such project and parents must play a very real part in this development if it is to become a vital force in children's lives. One of the ways in which our changing social order comes closest home is in the increasing necessity to act, not only as individuals, but also as members of a social group. Parents cannot provide for their children, whatever the season of the year, wholly out of their own resources; for this world in which they live is too complex. Without relaxing their vigilance and initiative as individuals, they must act more and more as members of a community to provide community living for their children.

The beginnings of comprehensive provision for the summer may now directly serve only a few; but parents, professional workers, and civic agencies from the start should look upon the scheme as an experiment and a demonstration of what must be done on a growing scale. There is little excuse for continued failure to provide for all the children during a quarter of their school lives.

*See *The New Leisure Challenges the Schools* by E. T. Lies. A review of this book will be found on page 185.

Psychological Values of Play

Vacation days give special significance to the psychologist's emphasis on play as an outstanding experience in the business of growing up.

BERTHA E. SCHLOTTER

"WHEN I'm a man I'll wash this little red bag," sobbed an angry boy of four, when his mother forbade his playing in water. The vision of lovely red water, with snowy suds and pretty pink fingers, had been joyfully anticipated only a few moments before, and now again he had to wait before he could do the thing he desired.

Daily he heard his parents tell of the wonderful future in store for him, if he would behave in a certain manner; he had been told again and again that if he ate certain disagreeable foods, he would "grow to be a big man like Daddy." It was little wonder then that at the early age of four this boy was looking forward to adulthood as a time when all the pleasures

of life would be his. How often it is found that more time is spent getting the child ready for adult life than in teaching him how to live richly and fully in the present so that he may live more richly and fully in the future.

Play is one of the best means by which the child can develop into an adequate social being prepared to function harmoniously in adult society. Only too often, however, it is found that the child is taught to despise this means of growth. A youngster may be having a glorious time running and shouting for sheer joy when someone will stop him by saying that such behavior is unbecoming to a man, or that it is entirely too babyish for such a big boy.

Games for Each Age Level

A STUDY of games reveals that there is a regular progression in play interest and social development similar to the progression in academic subjects, and that with wise guidance the child will not be playing babyish games when he is ten years old, but will then find his particular interest in games requiring a ten-year mentality. For example, there are the simple singing games such as "Looby Loo," "Farmer in the Dell" and "Did You Ever See a Lassie?" These hold the interest of a five-year-old when he is getting his first lessons in cooperation, and is becoming conscious of the rights of others by the simple means of taking turns in a game. Here also he is learning to assume responsibility when he is chosen to perform in the center. By the time he is ten years old it is no longer necessary to hold hands in a circle in order to keep the group together. Instead he is able to play a rather complicated game of tag, where alertness, swiftness and cunning are necessary, or games such as "'Blackman" and "Prisoner's Base," which call for cooperation between members of a side and where rewards and punishments for successful or unsuccessful plays are quickly and fairly won or lost. Since the game moves so swiftly the child has no time to grow introspective and unconsciously profits by his success or failure. Quick and immediate action is required and the player is forced to use his own intelligence and judgment. By the time the boy is fifteen or sixteen years old he is playing highly organized games such as football and basketball. Here is found a complicated social pattern in which are greater demands for cooperation and fair play.

Although such games as those just suggested for various age levels all require actual participation with others, the a-social child playing alone with blocks on a nursery school floor seemingly without desire to participate with the other children, is also learning how to behave in a social situation by observing the social pattern set before him. He unconsciously begins to apply it to his own conduct. In fact he soon discovers that he cannot monopolize all the blocks or the entire sand pile, and after a time he prefers to enter into the activities of the other children. Apparently he finds pleasure, satisfaction and joy in sharing with the others.

Through stimulation and wise leadership, children who seemingly had little or no desire to play have been found to respond to play and at the same time to become more alert, friendly and tolerant of each other. Some years ago, in a school for mentally retarded children, a group of small girls was found sitting for long periods on the lawn with nothing to do; every attempt was made to keep them orderly and "ladylike." Since there was little play equipment, the girls played with small sticks which were within their reach. Some of the brighter ones drove these into the ground in squares and circles, calling them their houses. Four years ago a less rigid mode of institutional life was introduced and a play leader came in to direct their play for an hour a day. At first they seemed lacking in imagination, were quarrelsome and selfish. But with increased freedom in activity and encouragement from the leader, a change in their unsupervised play was observed. The pegs became larger as well as the houses. The girls were then able to pass from one room to another through doorways made by open spaces. In a few instances several girls made a house together, but for two summers most of them played by themselves. Last summer it was found that the houses became more elaborate; boards, sacks, boxes, bits of rags, glass and toys were collected during their walks about the institution. From this queer collection a village of sack houses arose in their play yard. Real community life began. Several girls lived in one house, each doing her share of work. Dishes were fashioned from black mud and food from yellow clay. Each girl eagerly tried to make her house pleasing to the other girls and her methods of entertaining so pleasant that visiting girls would call again. By the hour the girls played with such interest that they were loath to leave, even for meals. Just before school started, the largest development was made in social cooperation. The sacks were pooled and a large building was constructed for a theater. This edifice could hold about two dozen girls in addition to the actors. Performances were held regularly and the admission was one straight pin and one safety pin. The programs consisted of dancing and singing with the dramatization of stories as special features. Their interest in this enterprise gave them something to talk about when not engaged in

play. After having been selfish, crying and quarreling, these girls became busy, alert and cooperative. The play activities of their supervised play period had carried over into their free play hours.

But in placing children in play groups similar to the one just described, many problems confront the leader which have to be solved in a subtle manner. Only two of these can, however, be considered in this brief discussion. In so far as possible, it has been found that children should play with others of their own age, both mentally and physically. The dull and retarded child in a group is one of the most difficult problems confronting a leader. Jenny, a large well developed girl for her age, joined a folk dancing group of girls who were of the same chronological age but mentally were several years older. The polka step was difficult and she was unable to get her feet off the floor at the right time. Consequently no one wanted her for a partner. Such remarks as "You old dumb-bell," made by the other girls, hurt her severely. After a short time in the group, she became quarrelsome and cried frequently. By placing Jenny with a group of girls of lower mentality, it was found that she learned the polka step, seldom quarreled and seemingly enjoyed folk dancing, although she never was able to execute the dance as gracefully as the girls in the first group.

Interest is another factor entering into children's play. While it is desirable to give the child a rich and varied play life, special interests cannot be overlooked and should be developed. Play not only gives the child enough stimulation to make his work in school more effective but self-expression in play may also lead to the discovery of special skills and interests in many children, which with steady encouragement may be enlarged and made permanent. Two mentally deficient girls of sixteen and seventeen joined a handwork group where they were encouraged to do things with their hands. Both these girls became interested in the "fingerwaving" of hair. The leader encouraged them to develop this interest by caring for the other girls' hair. After two years both girls are earning enough money in the institution by waving hair to buy their own clothes and have their own spending money. In all probability, if this interest had not been discovered in a play group, these girls would be doing menial tasks, such as scrubbing floors.

The interest aroused in many children by certain types of play activities, such as nature study, modelling and painting, gives great satisfaction in pursuing their special interests all through life.

In conclusion, it may be said that play seems to be a most satisfactory means of providing opportunities for the child to live a wholesome happy life in the present and at the same time to prepare him, perhaps unconsciously, for meeting problems of the future in a wholesome and sane manner. But if its sheer joy were the only contribution that play gave to the child, we should still feel constrained to answer that all children should have it.

Camp, School and Home

The possibilities of camp living for the children of an industrial society suggest a broadening view of the camp's place in the educational scheme.

ERNEST G. OSBORNE

NOT until progressive education began to take root in the United States were summer camps considered of any real educational value. The traditional schools did not deign to accept any of the camp values as educational. Camp was a healthy place, to be sure. Children seemed to be much more interested in camp activities than in those of the school. They returned more self-reliant, more resourceful, more friendly; but these were not considered legitimate outcomes of education—no increased proficiency in the use of the multiplication table resulted from the summer's experience.

But with the rise of progressive education has come an increasing understanding of the values of camp living. Progressive educators realized that for many years the camp had been cultivating those aspects of

personal growth which have been, and are, the underlying assumptions of the philosophy of education which the progressive school has pledged itself to carry out. Certain of the schools have formed alliances with existing camps or have started new ones. Parents are urged to send their children to that camp which adequately carries on the purpose and function of the progressive school. Stronger and stronger has been the move to "progressivize" the camps. Many sessions of the Camp Directors' Association, the most influential single body connected with camping, are given over to discussion involving the "freer" conception of activity.

Conflicting Trends

But the progressive trend, while dominant in camping, has not been the only one. Certain camps have moved more or less in the opposite direction and have partially adopted conventional schoolroom techniques. From 8:30 until 9:15, nature study is scheduled, from 9:15 until 10:00, handcraft. Though gradually losing its popularity, this scheduled approach is still strong. Still another compromise with traditionalism is sometimes made. Because of parents' urgent requests and perhaps because of the need of the camper's fee, many directors will furnish tutoring in algebra, in English grammar, or in French, and will thus attempt in the midst of a totally different sort of activity to prepare the lagging pupil.

Of late an even more conservative tendency has threatened seriously to hamper the progress of the progressive camp movement. Municipal camps for boys and girls, hitherto given over to the customary camp activities, have been greedily looked upon by certain school officials. These authorities feel that too much time is wasted in play. But let one of them speak for himself:

"I vision the day when school authorities will be sold on the idea that camps are but a continuation of school, when the program will simply break off at the school in June and continue in camp in July. Camps will be summer schools with at least a full half day put into real work—a half day into recreation. School authorities will be camp authorities, and will plan all the year to correlate the two. Faculties will be transported to the camp sites, bag and baggage; books will be furnished at the camp free; real recitation rooms will be provided. . . . And then the camper who wastes half a day usually anyway, will improve the shining hours and still have the great out-of-doors for his own."

This, then, is the situation in camping today: But recently recognized as significant educationally, it is for the most part carrying on the "play" tradition and consequently finds itself in close harmony with the progressive schools. Certain traditional tendencies, however, have persisted. At present there is a movement among conservatives in education to make use of the attractions of the camp for furthering a year-round program of their own brand of education.

But in assuming that the latter view is reactionary, let us not make any unwarranted assumptions. Does the "free" camp really make any vital contribution to child life today? Does it have true educative value? May it not offer merely pastime, entertaining play, and nothing more? If we are able to answer certain objections, the way will then be open for some sort of judgment concerning the best method of making the most of camp living.

One of the most telling criticisms of the camp is often expressed in some such question as the following: "Do your activities in any way prepare the child for the urban civilization in which he will have to live? Are you not, rather, in your pioneer and Indian projects, your nature study and wood craft, providing an archaic environment, perhaps even an escape from a harder reality?"

Learning to Enjoy More Leisure

In answer to this, one can point out that one of the most valid objectives of camping is education for leisure time. Today, when industrial progress promises more and more free time and when the increasing demand for self-directed activity during leisure is raising a multitude of problems, the kind of education under question seems most urgently needed. Both the rapid growth of national park and forest areas and the remarkable development of motor travel seem to indicate that much of the new leisure will be spent out of doors. Individual camping is rapidly becoming more popular. Municipalities, especially in the far west, have established camps. The federal government has thrown open vast areas to the camper. With all this in prospect, the summer camp for children has done and is doing much to make adult camping what it should be. Hundreds of thousands of children are being educated to live comfortably and interestingly out of doors.

Furthermore, a recent survey of America's greatest center of urbanization, the metropolitan area around New York City, shows a marked trend toward decentralization. The island of Manhattan has lost a large percentage of its residential population in the last few decades. Increasing facility of transportation promises the possibility of a dual sort of life, business life in the city and home life in the smaller community or

countryside. As air transportation develops, people will probably live farther and farther from business centers. Much of their time will be spent in comparatively rural districts. Surely we need education for this sort of living. We can live so much more richly if we understand and appreciate the things around us. Trees and birds, flowers and grass, in spite of increasing industrialization, will be as real a part of our lives as machines and skyscrapers, and perhaps more real than stocks and bonds.

In evaluating camp education for leisure activities, we must include the cultivation of interests and abilities in the arts and crafts. Leather work, weaving, painting, metal work, modelling and carving are all activities which permit the ordinary individual to express himself in ways impossible in modern industry. The sense of having completed something by oneself, of having expressed one's ideas in plastic materials today fills a growing need.

In the development of aesthetic appreciation, the camp may pave the way for a high order of appreciative and creative expression, in other ways as well as through crafts. Urban communities offer little opportunity for acquaintance with anything but the end-products of art. The larger part of our lasting art finds its anchor in nature. By the spontaneous cultivation of an appreciation for the beauties of nature, the child is laying for himself the elements of a sound aesthetic sense, which city life can but unsatisfactorily develop.

Camp may also lay the foundation for another extremely important kind of understanding, basic to a philosophy for urban industrial life. This is a knowledge of the fundamental processes upon which the superstructure of industrial urbanization is built. The individual who does not realize that all production of materials is the result of human labor—that if the city is to have milk in bottles, cows must be cared for, milk must be cooled, pasteurized, shipped, cooled again, bottled and delivered, all by means of the output of human energy—has a very meager concept of the final product. And he who does not understand that work is the basis of all civilization will little appreciate or sympathize with the struggles of people to obtain for themselves just treatment and adequate living conditions.

Camps are giving the beginnings of such experience. Through cooperative work on camp "chores," through observation of agricultural processes, children are reconstructing their experiences, re-synthesizing earlier concepts and growing in understanding. Most city children of today have no adequate conception of basic processes. Nor can they be expected to know what they cannot experience. We must rely upon the progressive school, and more especially upon the summer camp, for the integration of these meanings.

Now that we have, in a measure, shown that summer camping has a legitimate and valuable educative function for the civilization in which we live today, let us endeavor to see how it can best accomplish its purposes. Let us start with the camp environment. Here are trees to be climbed, a lake to be conquered, a stream to be explored. Over there is a mud bank in which a fellow could make a "peach of a cave." And that crude dug-out we made of the fallen pine last year, "I wonder if we couldn't make a better one. Guess I'll read up on the way the Indians made theirs. And we ought to get a couple of fellows to help us."

A World to Know

Does this setting imply any particular educational approach? What sort of activity would best lead on to further activity in this place?

Here's a group that has decided to build a cabin some little distance from camp as a shelter for overnight hikes. Even after the cabin is completed it will probably lead on to all sorts of things, to an improved trail, a wild flower patch in front of the door, or a careful survey of the country between the camp and the cabin. Think of the mathematics, geography, geology, carpentry, cooperation, perseverance, self-reliance the builders will learn! How can one compare the educational outcome of this sort of experience—rising from the nature of the surroundings and from the felt wants of its makers, carried on through intrinsic interest, and completed with the sense of a thing well done—with that resulting from a superficial knowledge of some academic "subject?" As long as we use the "sitting procedure" in education, as long as we attempt to pour knowledge into a passive organism, we are subscribing to the outworn theory of the duality of mind and body. "One learns only through experiencing—through doing," say our foremost educational psychologists and philosophers. That is what makes the cabin-building sort of education most valuable.

This same fallacy of body-mind duality has been criticized from another angle by Dr. W. H. Kilpatrick in a talk before the Camp Directors' Association: "The children learn how with one part of them to pay attention to the teacher and the books and another part of them is off with their own thoughts. . . . In the degree that people do that . . . instead of integrating their personality, they are cutting it in two, one half paying attention to appearances and the other half to something else. Any institution that is splitting personality is missing its opportunity in that

degree." He goes on to say of the child at camp, "There is nothing to hinder his putting his entire heart and soul into whatever he does. When young people do that and really put heart and soul into what they do, you find things happening."

The building of the cabin is that sort of an activity. But what would a recitation room have to offer in that same camp setting? Perhaps there are a few bees humming outside the windows, the cough of a squirrel sounds from the top of a tree, the cook is chopping wood, a woodpecker hammers an acorn up under the eaves. The recitation room has enough disadvantages in the city, but in a beautiful camp spot, it would become an effective instrument for splitting personalities and developing neurotic children.

Those educators who have interested themselves in the more intangible products of education—self-reliance, cooperation, responsibility, courage, truthfulness and similar pattern reactions or traits—have recognized the group as perhaps the most influential educative factor in this phase of the child's development. They are sure "preachment" is of little value for moral training, emulation of heroes may be more effective, the living example of parent, teacher or older friend still more useful; but the group most of all will mould and form the child's ways of reacting to social situations. One's gang or club group in childhood most closely approximates adult society.

The Individual and the Group

In this democratic society, we hope, at least, that adult groups will not be of the kind where all are directed by a few, where there is little chance for the development of responsibility, of initiative, of self-reliance. It is in natural groups, where individuals are working together at tasks in which they are interested, that worth while traits or pattern responses develop. In the summer camp the cultivation of such groups is at least one "summum bonum."

Group activities have another very definite educational value. For through a careful study of the child's group contacts and reactions we gain much insight into his principal interests, his drives, his maladjustments and mental conflicts. Several psychiatrists and many camp directors with psychological backgrounds are attempting to learn more of the real boy and girl in this way. A. E. Hamilton, one of the foremost camp directors and a child psychologist of some distinction, always gets his first idea of a boy's traits, his likes and dislikes, his abilities and disabilities, through watching him in a group game. He has made use of this method to good advantage in the understanding and the treatment of individual boys.

Another aid to understanding the "inner boy" is the twenty-four hour participation in camp activity. It is thus possible for the leader to follow the child's devlopment in a far more complete way than can the school, the club, or even the home. Since the camp takes over all these functions during the summer period, it has the whole boy; it sees, as adequately as we can ever hope to, his whole reactions to whole situations. Naturally the camp director is not aware of his entire background, which influences his every reaction, but he does have a fairly complete picture of the present in which for the moment he is living.

The "Progressive" Idea and Camping

There seem to be at least four ways in which the progressive method lends itself helpfully to camping: In such an environment as that of the camp, the traditional practices do not lead on as naturally to further activity as do the free methods. The free type of activity enables the child to center heart and soul on his self-set task, instead of splitting his interest and his personality. The camp encourages natural social groupings based on mutual interests valuable for the cultivation of such social reactions as reliability, responsibility and cooperation. And finally, through the natural social reactions made by the individual child in finding his place in the group, the director or councilor may come to understand the child's inner drives, and be prepared to guide him.

What may this similarity in the educative values of the summer camp and the progressive school indicate for the future? If the alternatives are either a summer spent haphazardly in the not too stimulating environment of many urban homes or under some sort of educational guidance, then it is not hard to choose. If the home continues to become more and more disorganized, the members of the family more and more interested in groups other than the family, it is not at all impossible that the year-round school, based on the principles of progressive education, will be the rule and not the exception.

I realize that this suggestion raises a number of questions which are not considered in this paper. Perhaps it will be of interest to enumerate some of them: Will the union of the camp and the progressive school hasten the development of progressive education? What sort of home and parental contacts will remain for children who are in a year-round school? How will the school provide the values that existed in the traditional home?

These and a multitude of other questions rise to challenge us. Education promises to be as interesting in the next decades as it has been in the recent past.

Summer Play Schools

With all its disadvantages, the city still offers many facilities which, with wise planning, may be utilized to enrich vacation adventuring.

ADELE S. MOSSLER

IT is only within recent years that children's summer vacations have come to be regarded as a problem in educational planning. This question is especially acute as it concerns children in urban communities. There is a tendency to think of summer vacation programs in terms of camp, going away, extension of the school term, or as just a time to do nothing. We are recognizing, however, that in this so-called period of doing nothing all kinds of learning and experiences take place; and unfortunately many of these are often in the direction of unfruitful and even dangerous activities. What can be done, then, for these thousands of city children, faced with a long, unprovided-for vacation period?

Today the problem has become more acute because of the shrinkage of available public and private funds for so-called "frills" in the educational program. But out of our necessity we are learning some valuable lessons, and one of these is how to make wider use of those facilities and resources that are at hand toward a solution of present needs. When one thinks of the hundreds of public school buildings and community houses unused in the summer time, of the museums and other points of interest, of the nearby parks and public pools and baths, of certain free transportation facilities, of the numbers of available teachers, one cannot help wondering why such a wealth of resources should not be coordinated in a constructive summer program for children.

The Summer Play Schools Committee of the Child Study Association has, for the past seventeen years, been doing exactly this. Drawing upon the community's existing facilities, it has worked out a plan which has helped to meet the vacation needs of thousands of city children. The plan was initiated at the time of the World War when attention was called to a group of children who, with school closed and their mothers called to work, were left without anything to do except to play on the city streets or to use whatever facilities were at hand in the part-day playground, the two weeks' summer camp, or the occasional outings provided by benevolently disposed groups of people. At one of the oldest settlements in New York City a group of one hundred children was selected for a program of all-day care which included a noonday meal, rest period, afternoon milk and play activities. Their attendance was continuous throughout the summer, and this continuity of attendance, together with medical examinations and remedial work, has continued to characterize the Play School plan.

At first, influenced by the settlement's approach, large groups were organized for playground activities, arts and crafts, dramatics and music, and in this way many children found outlet for their growing interests. In those early days the leadership was often volunteer and, although not always trained, it brought to the work a spirit of service and an imaginative quality that overcame many obstacles and deficiencies.

This first experiment was convincing. The plan has been adopted by other groups, and Play Schools have been organized by settlement houses, community centers, schools and social service agencies, each of which furnishes its own overhead costs and some of the teaching service, equipment, materials and lunches. These Play Schools have been made possible through the generous cooperation of the New York City Board of Education in providing a number of teachers and granting the use of some school buildings. The Board of Health has provided many of the physical examinations. Thus the Play Schools have utilized for the summer programs the available resources of both public and private agencies.

The growth of the Play School movement during the past seventeen years has been marked not only by the interest of schools and agencies in adopting the plan, but also by the development of a unified program of activities guided by the best available educational techniques. Play, indoor and outdoor, has come to mean more than mere activity. The many classes in arts and crafts, music, dramatics and nature study have developed from isolated experiences to-

ward integration based on the children's interests.

Play Schools face the reality that many of their children come from congested areas in New York City and that these very areas have something to contribute to the life of the children who live in them. For all these children, largely between the ages of four and fourteen, the Play Schools begin with the exploring of their immediate neighborhoods, seeking out significant points from which further inquiry may be made and wider interests developed. The academic year of the more formal school is usually so crowded with the pursuit of the three R's that most of these children have not had, in their school term, opportunities to discover for themselves the world nearby.

All of us know the unlovely picture of our great cities with their intricate elevated and subway systems. Few of us, however, have had the picture presented as it has been to those who live in the districts almost enclosed by this network. We can only enjoy vicariously the thrill that comes to these children through their discovery of the place of these structures in the whole development of city transportation and its effects on community life.

Meeting Each Child's Needs

In the Play Schools groups are small enough (about twenty children) and the project is sufficiently broad, to allow for contributions from each individual child, as well as to provide occasions for group cooperation. Furthermore, the small group affords time and opportunity for the teacher to know each child and his needs, and to help in personality adjustments. Such projects as those just described have led to much adventuring in music and dramatics, industrial arts and nature study. This adventuring has not, however, been limited to projects; special interest groups and classes are available to those who want to develop one interest more fully, or who want the fun and joy of sampling many interests. The effort has been to set up a flexible program allowing for individual growth and development.

The out-of-doors is used wherever possible for games, showers, swims and picnics. But prolonged all-day outings, formerly stressed, have been largely replaced by shorter neighborhood trips that are purposeful and perhaps not so trying on young children.

Another departure that seems to have grown out of recent experiences and reduced budgets, and that points a way to future possibilities, has been the shift of emphasis as to requirements in equipment and materials. Ideally one visualizes a group of children equipped, for example, with work benches and with the necessary wood purchased from a lumber yard. Yet a vise attached to a desk has been found to serve quite well, and crates secured from the neighborhood grocery store lend themselves admirably to many uses in construction. Thus an extensive use of inexpensive and even waste materials has grown up. Of course, this kind of equipment and material makes greater demands upon the guidance and ingenuity of the teacher.

In the whole program health is necessarily a major concern. A concept of health teaching has been developed which recognizes that learning can be achieved as surely through attitudes and practices as through direct teaching. The Play School day affords many natural opportunities for health routines and practices, and for developing attitudes concerning these. For example, the lunch period is not only a time to eat, but a time when children learn to eat different kinds of foods; behavior situations in connection with eating come to light, and can be helpfully met. Much of the meal time procedure and other health practices of the Play Schools can be adopted by the home; parents are encouraged to visit the schools to observe and they are helped to understand these practices.

In addition to the influence exerted upon Play School procedures by the settlement and recreation movements, inspiration has come as well from the fields of progressive education, mental hygiene and parent education.

The Play Schools, from their close contact with settlements, have had from the first the advantage of an intimate knowledge of the homes from which the children come, which makes possible a close cooperation between home and school. As long as twelve years ago Play School parents were brought together in meetings in order to acquaint them with the objectives of the School and to give them some insight into its purposes and procedures. Gradually these occasional contacts have been developed into year-round study groups. At these meetings, conducted by trained leaders from the Child Study Association's Play School staff, parental problems are discussed from the points of view both of family life and home management. In the past few years the added emotional stress and the insecurity resulting from economic difficulties have caused parents to look for new securities and for those realities in home life that are worth maintaining. The parents' study groups have covered a widening range of interest, from problems in child behavior to home-making and the family.

Out of this direct work with parents there has developed a plan of field work training for such persons as neighborhood social workers and home-making students who, in their professional capacities, have

many contacts with parents. These workers have been given special courses in parent education directed toward giving them insight and techniques in parent education which may enrich their service to families.

From the beginnings with volunteer leadership has come a growth in the direction of better trained teachers. Many of the present teachers are specialists and have brought to the Play Schools their own points of view. Many have come from the general experiences of the formal classroom. Some teachers who have come from less formal schools have found ways to adapt the techniques of their winter program to the needs and possibilities of the Play School. For the teacher who is alert and has imagination here is a chance to experiment without a set curriculum, to do the many things for which she has no time in her winter job.

The Summer Play Schools Committee has offered further training to these teachers in the basic philosophy of the so-called "newer" approach in education and in guidance for the use of leisure. In this, as in its work with the Play School parents, the Committee has used the services of experts and has drawn on the years of experience of the Child Study Association and its accumulated knowledge of adult-child relationships.

In the last few years the Committee's counsel has been sought by other types of communities. Housing groups and semi-urban communities which have sensed a lack of adequate summer opportunities for their children have welcomed the Play School idea and have adapted it to their needs. In one case a community playground with its shelter houses was used for this type of summer program and, although no lunch was provided, all the essentials of the Play School's health check-up, integrated program and parents' study groups were adopted.

Recent economic and social changes more than ever demand continuous planning for leisure periods, of which children's summer vacations are among the most important. Doubtless there will be further adaptation of this plan of all-day care. The Play School idea itself can perhaps be extended to include wider age groups—to care, for example, for the large number of adolescents who have been especially helpless in this period of change. We must come to think of the summer as an experimental period for the wider use of existing facilities and for a more constructive use of leisure.

Learning to Live Together

Summer schools under the auspices of religious organizations have an opportunity to teach ethics, not as a "subject," but as a way of life.

MARGARET E. FORSYTH

RELIGIOUS organizations in the United States and Canada carry on some 14,270 vacation schools with an attendance of 1,125,000 children. What are some of the outstanding needs of these schools? What are some of the newer lines of development?

First and foremost, more emphasis should be given to providing activities which will disclose what children are thinking, what they are interested in, what their environment is. A few visits to vacation schools in churches will show how far removed most of their activities are from children's concerns. Even in the most progressive schools in church centers one hears stories which one twelve-year-old member of a vacation school effectively characterizes by saying, "We don't like the kind of stories they tell—they put us to sleep." Such songs as "Follow the Gleam," "O Love That Will Not Let Me Go," "Love Divine, All Love Excelling," are among those most often used. Innocuous plays on international relations, secured ready-made from various organizations, are used again and again.

Some church vacation schools are, however, providing opportunities to learn more about children's backgrounds. The Cooperative Vacation School of the Church of All Nations in New York City has succeeded in getting quite an accurate cross-section of children's ideas. In making a play last summer, one group of

boys and girls revealed much of their thinking, indeed they gave an extraordinarily vivid picture of their environment. The leader made some of the usual suggestions as to themes for the play, but the children insisted on a "mystery play with a murder." They continued their planning along the following lines:

"Boot black had to shine shoes as his mother didn't make enough at sewing pants and the father was a drunkard."

Some excerpts from the final draft of the play vividly describe the home and neighborhood background from which the children came:

Woman: Has your husband found a job yet?

Mother: No, can't find a job in a speakeasy.

Woman: Well, what's gonna happen?

Mother: Oh, nothing. We are just gonna be kicked out, that's all.

Woman: Well, we're not so far from that ourselves.

Mother: What do you mean?

Woman: My husband—you know the rest!

Mother: Yes, it's my husband's fault.

Woman: Well, I wouldn't blame your husband. My own is no angel, you know.

Woman's Girl: Mother?

Mother: Yes, my child.

Girl: Is everybody's family like ours?

Woman: No, sometimes they are better and sometimes worse than ours, child.

Mother: Why, I didn't notice you. What's the matter with you?

Son: Nothing.

Mother: Have you got the money and the new work? (Turning to woman.) He took the pants I finished sewing yesterday to the factory. I worked late last night, and my eyes are burning.

Son: The shop closed because two more shops opened up nearby and they can't compete.

The Seamy Side

EQUALLY remote from usual church school lessons are the remarks of a nine-year-old girl who revealed some of her ideas about the present economic situation: "So this is where all the rich guys live! No poor people live here. Humph! I hate these darn rich men! Always have so much and never give anybody anything. A long time ago everybody went places and threw away money—now just the rich guys do that, while all of us poor people starve."

Another conspicuous need is for much more study of relationships among members of groups in our summer schools. And these very relationships may become the basis of the program in a group. For example, one group of children, ten to twelve years of age, who were engaged in a health unit, showed little interest in it. They were too much involved in a conflict which was going on between racial factions within the group. Attitudes of this kind were expressed:

"Miss C, it's so much nicer without the Chinese."

"I'm not coming if the Italians come."

"My mamma won't let me play with Chinks."

At first the idea of the leader was to struggle to enlist the cooperation of her group on the health unit; but as the days went on the real need for cooperative relations within the small group became the basis of her teaching. Every activity introduced was selected with the hope that it would lead to more unity within the group.

Day by Day Experience

THE use as teaching material of activities involved in carrying on the vacation school itself is worthy of a major part of the time at the disposition of groups. For instance, the responsibility for planning the group assembly programs became the enterprise for one group in a vacation school. Among the activities which grew out of this undertaking were: the decoration of the assembly room; the planning, carrying out and evaluating of the programs; presiding at assemblies; training the younger children for a play; writing and producing a play for one special occasion. Another group of children in the same school called themselves the "workers" group. They cleaned up an outside court which had been a very ugly spot where refuse was thrown by neighbors. They secured the cooperation of the neighbors in putting their garbage elsewhere. The "workers" also made such useful things as furniture and playthings for the kindergarten children and bulletin boards and stage properties requested by other groups. The "newspaper" group helped to unify the entire school. The "propaganda" group chose their name after a discussion about some Russian posters they had been examining. Their most useful function was to prod the entire group into doing more thinking about the problems of everyday living in the school. One of the members of this group wrote this story:

"In our neighborhood there lived two cats, always spitting at each other. One day Summer School opened and as luck would have it these boys were in the same class. One day a man came and began talking about people being enemies. He said that people of all nations should be friends. The two boys looked at each other. The leader was quick to notice this and told them to shake hands. At first they would not move, but after a while their hands met in a warm clasp."

The story was illustrated on a long sheet of wrapping paper. The first illustration showed the boys fighting; in the second they were sitting on either side of their leader; and in the third their hands met "in a warm clasp." This "illustrating" function became the major "propaganda" activity.

There is also a need for wide experimentation in grouping those who attend a vacation school. Why, for instance, must children always be grouped according to age? This summer in a small school in Connecticut the children were in "family groups." The families in that particular neighborhood were large. Many of the older children had to bring their younger sisters and brothers with them. So the fifty children were organized into eight families. Children who came from small families were adopted by other families. The first three days in school were spent in discovering what would be necessary if the groups were to live together as families, what equipment would be needed, how responsibilities were to be allocated. Each day was roughly divided into a general discussion period at which time any problems or suggestions might be brought up by any individual; a work period, at which the family groups worked as separate units, making curtains, dish towels, aprons, napkins, benches for the dining room, cookie jars, trays, all things which the children decided at various times were needed to carry on their family life together. During the lunch hour, the family ate together the lunch planned and prepared by committees from the group. There was a quiet time after lunch followed by a play period. The day ended with another discussion and planning period.

Isn't it possible for the vacation school to start outside a building and include adults as well as children? It was found unwise in a small mining town to bring children from various church groups together as a church vacation school. So the worker went to the village playground, helped the children equip their playground by making and painting benches and swings. She aided them in organizing their play, and introduced new games and folk dances. She joined the mothers' group every afternoon in their weaving and sewing. The idea for a pageant was suggested by her and was warmly received by the residents. Tasks were divided among the various groups; children and young people were the players; adults formed an eight-piece orchestra; the mothers made the costumes. And *everybody* attended the performance.

Is not the vacation school in a position to cast aside the conventional curricular material — "subjects," "projects," "units"—and to experiment with real life functions and relationships as the basis for a program? Why not use the vacation school as an opportunity for much closer cooperation between children and adults?

Is it not desirable to help both children and parents to deal with the real social issues of presentday life? If, for instance, after a study of community life they see the need for a playground, why shouldn't they present a petition requesting this to the proper public officials? Surely it is in learning how to improve the quality of relationships with people that children will have the most important chances to experience religion.

Vacation for All the Family

The variety, as well as the limitations, of each season's possibilities offers a fresh challenge to the city-living family.

MARION M. MILLER

IN "the good old summertime" of our parents' childhood, and even of our own, there really was no "summer problem," perhaps because there were so few choices outside the home and so many things going on within it. The farm, even the small town household, of the traditional American picture was for the children who lived in it a self-contained world which offered authentic work and play without the necessity of setting up "programs" or seeking out "activities." In our increasing concern about the summer problem it is important to remember that even today a great many children are growing up in an environment not so different from that immortalized by Currier and Ives.

The summer problem is an urban problem. But as the sociologists and our own experience tell us that an essentially urban way of life is spreading further and further into small town and rural communities, it rapidly tends to concern more and more parents. Where in their own childhood they had little choice outside a fairly limited neighborhood, and little need to adventure beyond it, they realize that the situation is now reversed. As their urban-raised children have increasingly limited opportunities for legitimate adventure on home ground, they, as parents, have relatively greater obligations to make a wise choice from the growing variety of compensations offered by playgrounds, camps, easy travel and family migrations to the country.

It is not only the greater variety of possible summer activities which makes decision difficult, but also the increasing number of individuals who must be considered. We hear a great deal of talk nowadays about "the new leisure;" and in a time of depression both those with and without jobs may be inclined to regard it a little cynically. But at this one season of the year it becomes for at least a few weeks a reality. Vacations, in the sense in which we now think of them, in a wage-earning society where they are no longer exclusively the prerogative of a small leisure class, are something fairly new under the sun. The decision as to what to do with them involves the question not only of what is best for the children but also of what is best for the adults in the family.

Getting Everyone Into the Picture

WHOSE interests are paramount? Shall plans be made around father, the adolescent children, the small children—or even mother? Is vacation looked upon by some of them as a blessed release from the winter's toil, be it at school or office or kitchen, and by others as an opportunity to carry on in somewhat freer way the interesting tasks of the rest of the year?

In reconsidering these questions, it is above all things unfortunate to take an attitude of "all or none." "The Smiths have always gone to the Cape," or "We don't believe in camps," or even "One must never use the vacation for study"—hampering restrictions, these dictums. Tradition wears a groove that is easy to fit into, but it may also make a groove so deep that it prompts escape.

During the working months of the year the family as a unit necessarily takes a subordinate place, since each family member has a specific place in the working scheme and each one's needs must be served individually, regardless of the needs of the others. The demands of school and job, housekeeping and even recreation, are all definite and insistent.

The summertime has certain definite characteristics which can be capitalized, no matter where and how the family lives. Perhaps most important is this opportunity for group planning. To start a family round table discussion with, "What would you do with your vacation if you could do anything you wanted?" and then gradually, by clever chairmanship, to narrow the discussion down to those plans that can perhaps be carried out, will yield interesting and sometimes very practical results. It may be discovered, for example, that fourteen-year-old John would much prefer to spend the summer with his uncle actually working on the farm than at camp, although the family was prepared to make the necessary sacrifice to send him again. Or it may be discovered that eighteen-year-old Mary would actually enjoy staying in the city to keep house for father, while mother and the younger children go to the mountains.

To say that we must plan more definitely does not mean that the plans must be hard and fast. The individual Johns and Marys will not necessarily always profit most from more of what was good for them last year. As children grow older, their needs and their interests naturally change. To outgrow a procedure does not arbitrarily imply disloyalty to it. The cottage which holds so many lasting memories of good times may be just as dear to the seventeen-year-old who nevertheless wants desperately to get away from it and go off on his own with a few chosen companions. Parents so often make an issue of this situation, although they accept and understand the same need in every other aspect of the child's life.

But the necessity of remaining flexible goes even deeper than the needs of the individual. In this generation, families as well as individuals are much less rooted to a definite place than people have been in the past. In large cities, for example, it is the exception rather than the rule to find anyone who has lived in the same home for ten years or more. In a country like ours which has never entirely lost the pioneer urge to be on the move, this is perhaps more of a quantitative, than a qualitative, change. But with the present rapidity of shifts in occupations, with the increasing speed of transportation facilities, we move in a more rapid tempo which we cannot safely overlook. For this very mobility has its definite effect upon the family group. It affects our holidays at least as much as our working days. Summer sampling of new kinds of places and people gives us all, but particularly young people, a chance of preparing for the readjustments inevitable in a time of

accelerated change. But seasons must just as surely come when any family will wish to get together quietly either at home or in some favorite vacation spot. The very fact that we live in a swiftly moving world makes leisure to "stay put" and enjoy each other's society a welcome respite. There are times in every family when nothing seems so desirable as a chance to renew intimate daily acquaintance.

But perhaps there is no question of anyone's going away. With forethought and ingenuity, home vacations even in the city can be restful and varied. So often those of us who are city-bound fail to realize the opportunities for recreation and interesting novelty which exist at our very doorstep. Sometimes it takes children to ferret out possibilities that grown-ups would fail to see. In many urban communities the stay-at-home family is today really much better off, so far as the children's recreation is concerned, than in the recent past. Organized activities, especially those which have ideals and practices akin to the progressive school, afford many children an opportunity for continuing with little break a happy experience replete with interest and value. Both the number of organized activities available in the summer and the quality of their offerings are a welcome challenge to make the most of assets near at hand.

Yet even today these are at best for the few, and for comparatively short periods. However much travel, or camps, or play schools or any other similar opportunity may do for the child, it remains for the home to keep its activities in focus. For the season of the year does not alter parents' responsibility to see the child and his needs clearly and to seek out the best means it can command to serve him.

We have learned of late years that it is dangerous to over-departmentalize the child, because we might never be able to put him together again in a unified whole. In this attempt to consider the "whole" child, we try to make easy transitions between school, home and playground; between the child as a learner and the child as a doer; between winter experiences and summer experience. And moreover, there are many parents who see, in the summer, an opportunity for living with their children such as the more formal demands of the rest of the year hardly permit.

Forethought is essential if the vacation period is to yield the greatest possible return. Within the limits of practically any family budget (except one so limited that it is a blot on the society which necessitates and permits it) the needs of each family member can be fitted into a pattern that is restful, varied and colorful. The possible indirect learnings in development of special skills and cooperative living with others are endless, but so also are the possible indirect learnings in family friction. To achieve the former and to avoid the latter require the most intelligent thought that wise parents can bring to bear on this important phase of family living.

Summer Jobs for the Undergraduate

A chance to sample the world's work has values both vocational and developmental.

EDITH G. STEDMAN

GONE are the days when for many college undergraduates summer vacation meant a trip to Europe, or three months spent in the carefree leisure of days filled with tennis and sailing, and evenings enlivened by moonlight picnics and dances.

The chances are today that, if John goes sailing, it is as a responsible skipper with several youngsters as crew for whose safety and nautical training he is accountable. Jane may still practice her own tennis serve on the side, but her job is to teach the rudiments of the game to future Junior Leaguers. And these jobs are the cream off the top of the bottle. To be sure, they do not pay as well as they used to, when the wearer of a gold football on his watch chain could count on the summer to salt away enough for a winter's tuition, or his brilliant sister could cover her year's dress allowance. But even so they bring in a respectable sum.

To certain undergraduates in both men's and women's colleges, the idea of a summer job is nothing

new. There has always been a certain percentage of students whose continuance in college depended on vacation earnings; and for such, if they were industrious and reliable, there has been in the past a number of opportunities from which to choose.

The majority of jobs today for girls, at least, are of a more humdrum nature: care of children, playground work, typing, waitressing, selling in stores, camp counselling (often without pay,) cooking, chauffeuring and the like. Aside from the monetary returns these jobs are of value in developing a sense of responsibility, ability to adjust to different environments, and a tolerance and understanding of other people's problems.

These last three years, however, have seen a tremendous increase in applicants for jobs; for we have the new poor in the colleges as elsewhere. In many cases they are the students whom the college is most interested in helping. The matter-of-fact way in which some of these young men and women have accepted their changed status and shared the family financial burden speaks well for them as future citizens. For example, there is a very attractive young sophomore at Radcliffe who, faced for the first time in the middle of her freshman year with the fact that if she were to remain in college it would have to be through her own efforts, gaily took up the challenge, helped herself through the rest of her first year by doing waitress work in the homes of Harvard professors; got a job for the summer taking care of three children and doing much of the general housework; and is obtaining her room and board this year by living in a family as mother's helper. Her charm and ability have made her an easy person to place while in college, and the experience and poise which she has gained will be invaluable assets to her after graduation when she is looking for a more permanent job. Incidentally she won recognition among her peers by being elected to one of the highest college offices.

Wages and Other Compensations

Summer jobs have a twofold aspect that both the college appointment bureaus and the undergraduates recognize. The first and most pressing is, of course, the students' quest for something that will bring in an actual cash return which can be applied to tuition and the next year's expenses. The second is the desire for a job, even without pay, which will contribute "experience." The parents of today sometimes fail to realize how valuable an asset some sort of experience is for the young graduate who is entering fields more keenly competitive than existed ten or fifteen years ago.

Our feeling is that there are many openings of this kind in the larger cities, which in the long run may prove even more valuable than the more immediate but unrelated cash job. For the girl who is interested in science there are occasional opportunities to work as an apprentice under experienced technicians in hospital laboratories, or to act as volunteer docents in natural history museums. There are manifold opportunities in settlements and other social agencies for girls interested in social work, library work, international relations, or in securing first-hand teaching experience.

Fruits of Experience

If these posts are taken on a professional basis, there is much to be gained. A junior who spent most of her time last summer tutoring a seven-year-old Italian girl referred to us by the cardiac clinic of a big city hospital writes:

"It is not easy to state what definite training a person receives from two or three months of such work. Quite often the entire perspective is changed. This did not happen in my case, but many new and interesting points of view did arise, which, having once been found, can never be quite disregarded, and will probably influence many of my future judgments.

"Perhaps what I considered the most instructive part of the work was the opportunity for the practical application of the child psychology one learns in the classroom. It became a most interesting experiment. Secondly, the attempting to analyze a lesson so that the child can grasp it, the striving to pick out such parts for emphasis as will stir his latent interest, and the applying of the universal truths of such subjects as history and civics to his own life—all these form a habit in the tutor which will be of permanent value, not only to her own immediate studying, but also to anything she may do after graduation.

"In the third place, there is always the extraneous and additional information a person picks up while doing any such volunteer work for experience—and the amount is largely proportional to the individual's interest. For example, I learned an amazing amount about the way in which a large city hospital is run; the way Italian families live, and how differently they react to certain familiar situations as compared with the way in which we might react; and my general knowledge of human nature increased from merely observing the different types I came in contact with in the hospital. Any such information broadens one's perspective, at least, and may sometime acquire tremendous value.

"Then, finally, there are always the valuable contacts a person is so apt to make when doing volunteer

work, and the inevitable widening of one's acquaintance and social interests. Through chance meeting and conversation whole new fields of specialization and particular activities are opened up, the knowledge of which is tremendously important to the undergraduate hesitating about the choice of a career, or the graduate who is not quite satisfied with his present work. Then, too, the references of one's superiors in such volunteer work may carry tremendous weight when the student is applying for a remunerative position.

"So, in conclusion, my one sincere suggestion would be for any person to get just as much apprentice training as possible, and to begin as early as possible. If there is one particular field, let him stay in that—just *as long as he continues to learn something new.* If he has no choice of career in mind, let him try as many varied fields as possible."

There is also a negative value to all this. The undergraduate may find out that she is unsuited to a certain type of work and that she has no desire to follow it up after graduation. This knowledge in itself is valuable. Logically, a student will begin by wanting practical experience in the field in which she is majoring in college, and probably it is wise for her to take hold of this end of the stick first. It is quite possible that she may only be able to reach her final choice of work through the process of elimination.

Many times a volunteer job one summer means a paid position in the same organization or one of a similar nature the second summer. One girl who had been in charge of dramatics at a summer settlement camp wrote to us this fall:

"The experience last year in a neighborhood center has helped me immensely this summer with my paid position on the B—— playground. Although the work at the center was discouraging in regard to attendance, I learned not to be so easily disheartened this summer. Moreover my acquaintance with the habits and pleasures of the girls helped me to understand the children on the playground."

The question may arise whether this summer work is not detrimental to a student's health. A check-up from the physical education departments in the colleges on those who had worked during the summer would probably indicate that it has not only done no harm but in many cases has been beneficial. Those particularly who have been in camp have had perforce to follow a well regulated regime.

The whole situation seems to boil down to this: the student who has developed broad interests, learned to work on a professional basis, and made contacts in extra-curricular fields has the advantage in placement after college over the student who has not had the foresight to seek such opportunities. It is amazing what a month's or six weeks' summer experience under actual working conditions can do for John and Jane in developing their appreciation of some of the problems which they will have to face after college.

A Number of Things

Recent experiments in summer ventures range from neighborhood explorations to travel in "foreign parts."

ONE of the encouraging "signs of the times" in children's summer activities, is a willingness to experiment with departures from the accepted patterns. These departures may lead no further than one's own backyard or they may reach, almost literally, to the four corners of the earth. Their nature, purpose and scope depend on the age of the child, his special needs and interests, and the needs and circumstances of the family, including, of course, its financial capacity. For little children and for families with limited means these experiments remain necessarily near at home; for the late 'teens, and for families where expenses are not the paramount consideration, they range far. Their most stimulating suggestion is that the simple home holiday need not be limited, and that the more elaborate vacation need not be conventional. The descriptions which follow serve to show the variety of possibilities and the skill and ingenuity with which opportunities are being utilized for introducing the world to its future citizens.

Neighborhood Excursions

AT any time of year the short excursion is a profitable adventure for little children, especially in the city. Any trip, if properly guided, will unify a group and develop self-control, leadership and consideration for others.

When a trip is used for educational purposes, opportunity should be given for children to organize the

amazing accumulation of knowledge that it affords. Museums open up new worlds of interest. Museums of natural history are the most popular with little children. Exhibits on food, shelter, textiles and transportation are suitable for young children, while mechanical, electrical and aeronautical exhibits are more appropriate for those somewhat older.

Places where local history has been made are always interesting. Indians always appeal and excellent Indian material can be found in many communities.

Farm trips rank high. It has been my privilege to take several children on their first visit to a farm and their naive questions and comments are refreshing. Both the vegetable and animal world are full of revelations. Children have been most interested in the weed called "lambs quarters" and in the fact that it has a higher mineral, especially iron, content than spinach. For that reason it has been used in Labrador, where it grows profusely, to cure the natives of scurvy, from which they suffered because their diet consisted mostly of fish and lacked green vegetables. Children frequently think one hen lays several eggs in a day. One youngster asked when the cow would blow her horns.

Farm trips often are followed by visits to wholesale and retail markets to see what becomes of farm products in the city. Trips to piers show how fruits and vegetables are brought in from the south and foreign countries.

Visits to food factories and plants carry the interest in these processes even further, but they are too complex for the youngest groups. Older children enjoy trips to bakeries, candy factories, ice cream plants, places where hams are spiced and smoked, and to milk pasteurizing and bottling plants.

One thing that is especially fine about industrial trips is that children have an opportunity to see what work has to be done in order to provide them with their necessities and luxuries. They discover that some work has to be done under unpleasant conditions, extremes of temperature, disagreeable odors or very hard labor.

Little children enjoy trips to railroad terminals, as many of them have had no actual experience with train travel. Visits to the post office and fire station and trips to bridges, docks and ferries are always profitable.

One could go on indefinitely listing places of interest to children. The particular kind of thing available depends, of course, upon the history and present-day life of each community. But enough suggestions have been mentioned to show how easily a club leader or parent can find fascinating places to provide adventures for many weeks. BERTHA E. KLAER.

Camping by the Day

A DAY camp serves as the social nucleus for the families of a whole community in the Amalgamated Cooperative Apartments of New York City. For five of its six years it has brought its 225 children between four and fourteen together in a well rounded and progressive camping program. With small groups of not more than fourteen to a councilor, the camp utilizes the facilities not only of the cooperative apartment community, but also of the neighborhood for both physical activities and handcrafts, dancing and dramatics.

The management of the camp is in the hands of the Educational Committee of the cooperative apartments, supplemented by a sub-committee from the Women's Club. The Educational Director acts as camp director. The twenty councilors and assistants are students or unemployed teachers who live in the neighborhood. Except for the director's salary all expenses are covered by a camp fee so modest that it is possible for everyone to take advantage of the camp. There is also a scholarship fund to provide for the children of residents who may be unemployed.

Of the many high spots of the summer program, perhaps none furnishes more all-round interest than the taking and showing of home-made movies. Occasionally pictures of four or five years ago, "when we were very young," are shown, to the delight of both children and parents, who thus turn the clock back and greet their former selves. Another interesting activity is the camp magazine, created and produced entirely by the children and councilors. It is based on discussions of contemporary problems and current events, as well as upon local news, and is a source of varied activity throughout the summer.

Besides the recreational and educational advantages, those who participate in the camp feel that they owe it much in the development of social adjustment. Where there are children there are always "problems;" each season many of these are brought out into the sunlight, and through the cooperation of parents and camp leaders cease forthwith to be problems. Both parents and children discover through the camp many possibilities for friendship and group loyalty. The summer councilor, for instance, often remains the club leader and "guide, philosopher and friend" of his group throughout the winter.

The Amalgamated Cooperative Apartment families wonder why other neighborhoods or block communities do not organize similar day camps. But they realize that in order to assure success for such a ven-

ture the community itself must be willing to cooperate and must understand from experience what cooperation really means. The fact that this cooperative day camp is an integral part of the year-round life of a unified community is perhaps its most significant characteristic. HERMAN LIEBMAN.

Making a "Grand Tour"

IN late adolescence many girls (and boys too) begin to rebel against a summer of organized play away from the opposite sex and from adult life in general. They show a marked desire to branch out into wider fields so that they may have new experiences. As they are yet too young to be left without guidance, their need has been partly filled by more adult camps; but with many the similarity to the old camp life proves irksome.

Travel has proved the most alluring, as well as the most profitable, alternative. And from sixteen to nineteen is the period when it can add most to the girl's experience. At this age a summer resort may be pleasurable, but it leaves little more than physical gain. What is more, if the most is not made of these years, young people may overleap a valuable period in their development, one fraught with intellectual curiosity that has not yet outgrown the habit of learning. Never again will they be so adaptable, and never again will they be so carefree. The glamor of seeing what they know only by report, the actual contact with a world new to them, will leave a deep mark at this impressionable age, and their background of culture will be enhanced and vivified.

Socially there is everything to gain in the opportunity to meet other types, other nationalities, so that the travellers return with a broader and more tolerant view of people not like themselves. Travel is one of the best eradicators of prejudice. Sharing in the holidays of other peoples, such as the blessing of the market at Florence, or the Eton-Harrow Cricket Match or the Venice Carnival, will give them an insight into other nations.

This does not mean that the marvels of scenery and art are to be ignored, but girls should not be "museumized." They require relaxation and gayety. There can be too many waterfalls and too many Giottos. Tea-dancing is often as important as the Louvre at this age; and it need not be without profit, for it takes mental effort to talk with a foreigner.

It is inadvisable to go in large groups; four or five at the most is wisest. And let the chaperone be one who can enjoy the gayety, rather than one who goes to bed at nine, and lets her charges suffer either through too much restriction or too little.

There are many advantages in travelling with a group of the same age rather than with a family party, where the diversified ages and interests hamper youth's natural desires. In a group the plans are made for the girls themselves. Their interest is consulted. The leader's whole attention is devoted to making opportunities for them—to developing the girl with little social adaptability, to holding back the too adventurous, and with it all to keeping the curb so light that it will not chafe. Good taste and infinite tact need to be exercised, with constant indirect instruction, so that the girls will return enriched by more than facts. EMMA MUEDEN.

Ranch Life for the 'Teens

VACATIONS for older boys are often difficult, particularly if they have outgrown the usual summer camp, if they are not of the athletic type, or if they are yearning for new thrills, for the chance to "be on their own." Eight years ago, as one who wished to establish a summer activity for a group of adolescent boys, the writer faced this problem with as much seriousness and concern as would a parent on realizing that his offspring had suddenly outgrown the usual summer vacation.

The possibilities were viewed in the light of certain definite requisites which it was felt must be met. The group must be small, there must be sound physical development without strain, the activities must be non-athletic and free from the competitive atmosphere of team games; they must, however, provide much mental stimulation and many situations where individual enjoyment is dependent not only upon doing things for oneself but upon the friendly give-and-take of the group as a whole. The activities must also carry an inherent thrill and spirit of adventure which both satisfies and stirs the imagination peculiar to this age. And last but not least, out of the experience of the summer an interest and ability should develop which will make it possible in adult life to enjoy outdoor recreational activities. After exploring the various possibilities, ranch life on a real western ranch was chosen as offering the best all-round solution. This does not mean a "dude" ranch which is operated for the entertainment of paying guests, but rather a ranch camp operated as an integral part of a ranch in the business of raising and selling beef, but also specially equipped and staffed to take care of boys and girls.

With the thought that it may be helpful, let me briefly outline the sort of ranch camp program with which the writer is most familiar. The activities re-

(*Continued on page* 190)

Parents' Questions and Discussion

These pages, based on the foregoing articles, are presented for the use of individuals or of groups having this topic on their regular programs. Questions and discussion are taken from study group records.

STUDY GROUP DEPARTMENT

CÉCILE PILPEL, Director — JOSETTE FRANK, Editor

An only child, eight years old, went to camp last summer. This year she declares she will not go unless her mother will promise to spend the summer nearby. How may this situation be met?

One would want to raise two questions: First, what is happening at home of which this child feels deprived by going away? Her need may be for greater security in relation to her home; in that case it would seem wise for the mother to remain "in the picture" during the summer. Second, was her last year's camp experience a happy one? If so, it may not be necessary to take the matter seriously. If the camp experience was unhappy, was this because of difficulties in adjustment to other children? It may be that her need is for help in making satisfactory contacts with children of her own age. The sympathetic aid of an intelligent camp director should be most helpful in achieving this. It would be wise to consider the choice of camp most carefully with this in mind, and perhaps, also, to select a camp not too distant to make frequent visits from the family possible. In any case it is essential to help this child to clarify her feelings in the whole matter.

Owning a small, isolated farm, a city mother wonders whether her two children may have a healthy and valuable summer experience there, despite the fact that they will have no companionship with other children.

So many factors enter into such situations that these decisions are not simple. The question of companionship will depend somewhat upon the circumstances and the nature of the children themselves. If they are fairly close in age, and somewhat companionable, they might easily be sufficient unto each other in a summer of busy farm living, particularly since they are in school groups all winter. Certainly there is much to be gained from this type of living, with its new experiences, and the complete change of activities. The matter of companionship may be met on the farm by some of the local children —there are usually neighbors, even if they are not "next door"—and, too, the children's friends might be invited to come for visits.

A girl of ten wants to go to a summer camp where some of her friends are going. Her mother, professionally engaged all winter, has looked forward to the summer vacation as an opportunity to have her child's companionship. Is she being selfish in vetoing the camp idea?

At this age the desire to belong to a group is a normal and healthy one. If the relationship between mother and child has been a good one, the mother need have no fear of this separation, for the child will be likely to come back to her with a renewed interest and refreshed point of view. On the other hand, the summer does offer opportunities for sharing family pleasures and developing closer relationships, which have also a valid claim, provided the parents make no attempt to monopolize the child's time and attention. If the mother can so plan her summer as to incorporate some of the features of camp, her wish to share the child's vacation need not result in deprivation for the child. It might prove possible to arrive at a happy compromise; a few weeks' camp experience, instead of a whole summer, may satisfy the child's need for this kind of adventuring.

A boy who needs special coaching in mathematics in order to enter high school resents summer lessons as an infringement on his leisure.

If the boy is feeling that somebody is imposing this upon him, he needs to be helped to see that this is not so, that it is a situation which

he himself must meet. In order to "make the grade" he knows that he must master certain techniques, and he must impose this responsibility upon himself. He is not doing it for the school, or for his parents; he is doing it for himself. Many parents resent the child's school failure and use coaching as a disciplinary device. If we think, instead, in terms of helping him with a difficult task, we will plan with him ways and means for getting his work done with the least possible encroachment on other activities. It may work out well if the day can be so arranged that he gets up early in the morning and finishes the day's lessons before other activities can possibly begin.

How can one help a child who is both a poor loser and a boastful winner at games and sports?

One suspects that such a child is in need of bolstering up in self-esteem, perhaps because he has failed to find adequate ego-satisfaction in other directions, and has seized upon these tests of skill as measures of worth. Perhaps, too, the tone of the family runs toward over-emphasis upon success in these particular fields. He will need to be helped first to measure himself and his achievements against standards keyed to his own capacities instead of being satisfied with the success of beating someone at something. Then he might be helped to a better perspective by being placed in situations, cooperative group enterprises, for example, where each contributes the best skill he possesses without other reward than that of sharing in the joy of a common achievement. Through this he will come to an appreciation of other people's abilities, as well as of his own in relation to them.

After five summers at camp a boy of fifteen refuses to return this year. His parents, who cannot themselves leave the city, feel that camp is the best place for him.

Why does he dislike going back to camp? Is he bored with its activities? Does he not get on well with the boys? Does he feel unequal to the athletic demands? Does he want relief from all regimentation and routine? Or is he just trying to put behind him the things which seem to belong to his childhood? Camp may have this connotation for him. He may prefer to take part with his family in the many diversions which the city offers. One would have to understand his motivation in order to plan his summer. There must be things which this boy *does* want to do, and we can, perhaps, help him to find out what these things may be. He may want an opportunity to work out by himself some of the new interests that have been developing along with his growth. Quite possibly a change in the nature of the camp might be acceptable, a smaller group, a freer program, a totally different type of activity or locale. Or it might be possible to let him go on a trip with a group. If, however, he prefers to remain at home one might help him to plan a city summer that would be both pleasant and profitable.

A college junior wants to take a job for the summer. Since she has no need of earning money her parents wonder whether she should be urged not to compete with others who are today so badly in need of jobs.

Many boys and girls feel that the only way they can prove to themselves their own worth is through remunerative work. If this girl is intelligent, however, she will surely realize today's economic situation and will feel some responsibility toward her contemporaries who do need jobs. Rather than make an issue about competing with others, it might be well to encourage this girl to look for a paid job. The very scarcity of such jobs at this time may help her to appreciate the situation more fully, and reconcile her to the values to be found in work for its own sake. Possibly, however, her difficulty may be an unconscious one; her attitude may indicate an inner desire to free herself of financial dependence upon her family. Perhaps the manner of handling the financial arrangements for her support is unsatisfactory. Or she may feel constrained or coerced because of her dependence. The parents might examine their own attitudes, and possibly find ways to make it less irksome for their daughter to remain dependent.

A girl of eighteen again wants to spend the summer at camp as she has for the past eight years. Her parents think it is time she began to seek social activities which would include boy-and-girl relationships.

What is her interest in camp? Is the healthy, simple life a relief from the social and academic routine of her winter program? Has she a love of the outdoors, and of athletic activity such as she finds at camp? Perhaps she simply chooses camp because the only alternative offered is one she will not enjoy. Possibly she continues to go to camp because this requires no new venturing. Or perhaps she is finding much satisfaction in the adulation of the younger campers. Is there any indication that this girl is not developing satisfactory relationships with boys and girls at home? If camp represents to her an escape from this kind of failure, then certainly she is in need of help which goes deeper than mere summer planning. But unless there is evidence that she is fail-

ing in her heterosexual adjustments there is no reason to question her preference for a camp summer.

How much should one expect a fifteen-year-old girl who is home during the summer vacation to help in the household?

This would depend somewhat on the nature of the household as well as on the girl's aptitudes and interests. If the household is one where servants normally do all the household tasks, the girl is likely to resent being asked to take over mere chores. If she is interested she may, however, enjoy taking responsibility for certain parts of the household management—perhaps the planning of meals and the marketing, under direction of course, but with some latitude and freedom. Or she might enjoy doing special cooking, like desserts, or making accessories, such as curtains. It would be wise, too, to vary her responsibilities from time to time to give her some insight into the many aspects that make up the smooth running of a household. An excellent opportunity for seeing the whole job may be found when a servant is on vacation.

In a household where the mother ordinarily does all or most of the necessary work herself, the question becomes one of cooperation and mutual helpfulness. If it is possible to give the girl a free hand in certain parts of the planning and work, she may make some interesting innovations that will vary the accustomed routine. The summer also offers excellent opportunity for enriching the mother-daughter relationship through the experience of working together. This can only be profitable, however, if the daughter has a real interest in what she is doing; and, even so, care must be taken not to let household demands encroach unduly upon her outside fun and interests.

STUDY MATERIAL: SUMMER ACTIVITIES

TOPICAL OUTLINE

1. SUMMER AND THE YOUNG CHILD
   - Learning to play with things; with other children.
   - Day camps and play schools can offer more progressive opportunities than formal school.
   - Excursions—pros and cons.
   - Need for coordination of summer and winter programs.
2. THE CAMP AS A SOLUTION OF THE SUMMER PROBLEM
   - Camp as a "change" from formal school.
   - Camp as a logical extension of the progressive school.
   - Who shall go to camp?
   - Variety of types of camps—special functions.
3. ADOLESCENT VACATIONS
   - Summer for recreation, rest, "catching up."
   - Sampling work—job, hobbies, special study.
   - Learning to be on one's own.
   - Travel; short and long trips; family and organized group trips.
4. THE FAMILY'S SUMMER NEEDS AND OPPORTUNITIES
   - Adjustment of the various needs and preferences of parents and children.
   - Opportunity for closer family experience.
5. COMMUNITY OBLIGATION FOR SUMMER ACTIVITIES
   - Public concern for childhood, a year round matter.
   - Community resources insufficiently utilized.

PROBLEMS FOR DISCUSSION

1. If you were school superintendent of a city, what provision for the children of the community during the summer months would you work for?

2. Under what circumstances would academic work be justified—advancing a bright student, make-up work for the dull or handicapped, development of special interest, or others?

3. For what type of child would you arrange an entirely unorganized summer?

4. How can the summer vacation be utilized to prevent "the new leisure" from becoming enforced idleness?

5. List all the points to be considered in making summer plans by a family with two children, ten and twelve, if the family lives in a country village, in a suburban community, in a large city.

REFERENCE READING

Boyways
By A. E. Hamilton. *Association Press.* 238 *pp.* 1930

Camping and Education
By Bernard S. Mason. *McCall.* 283 *pp.* 1930

Creative Camping
By Joshua Lieberman. *Association Press.* 251 *pp.* 1931

The Child and Play
By James Edward Rogers. *Century.* 205 *pp.* 1932

The New Leisure Challenges the Schools
By E. T. Lies. *Natl. Recreation Assn.* 326 *pp.* 1933

Summer Camps
Edited by Beulah Clark Van Wagenen (pamphlet). *Child Development Institute, Teachers College, Columbia University.* 55 *pp.* 1933

Summer Vacation Activities of the School Child.
White House Conference (pamphlet). *Century.* 82 *pp.* 1933

Spend Your Time
Teachers College, Columbia University. 74 *pp.* 1933

Book Reviews

The New Leisure Challenges the Schools. Shall Recreation Enrich or Impoverish Life? By Eugene T. Lies, with a foreword by John H. Finley. Endorsed by the National Education Association. Published by the National Recreation Association, 315 Fourth Avenue, New York City. 326 pp. 1933.

The National Recreation Association has been working for twenty-seven years within the field of leisure time activities for people of all ages and all conditions in these United States.

The work of the National Reconstruction Administration has increased the leisure time of almost everyone. Commissioner of Education Zook says that it "has sharply increased the extent of the problem confronting schools in helping Americans to make use of their leisure time to the advantage of themselves and their communities."

In this broadly comprehensive book, the author has shown the relationship of past experience and present emergency, and has built up from a wealth of material a platform founded on sturdy principles and successful practices. His method of development of his scientific discussion and his sympathetic presentation of facts lead so easily and logically to his conclusions that every reader must feel a responsibility in helping to solve the problem of enrichment of life through right use of leisure.

The reader's first impression of the book is one of breaking down barriers. It presents a thorough-going study of the public schools, made not by a professional educator but by a man concerned with recreation. While the book is published by the National Recreation Association, it is sponsored and approved by the National Education Association and by the chairman of its National Commission on the Enrichment of Adult Life. Dr. John Finley's foreword shows his personal gratification in the advances made in education for the use of leisure time by the schools of the country. The author's preface on the "why" and the "how" of the study places the reader in a receptive state of mind for the disclosure of facts, both good and bad, as set forth by Mr. Lies clearly, simply and most interestingly. He visited thirty-six public school systems, large and small, in different parts of the country. In each he conferred with administrators and with teachers, made sampling observations in elementary, junior and senior high schools, and consulted with other local social and civic workers. He received answers to questionnaires from 418 additional cities.

Under eight headings he gives his findings as to the content of school programs for leisure education: physical education, reading and literature, dramatics, music, art and handcrafts, nature study, social training and opportunities, and extra-curricular activities. His procedure for each topic is, first, to give a detailed statement of the best progress found, with the name of the city. He follows this with a brief description of a poor example in an unnamed city, and with "special features here and there" which amplify and round out the picture. Nine appendices of great value, an extended topical bibliography and four useful indices add much to the completeness and practical usefulness of his survey.

Mr. Lies makes a strong plea for an improvement in our vacation schools in which were found in 1930 only 3.85 per cent of the regular school enrollment. He feels that even though the public demands academic work, either "make-up" or "advancement" during the summer, it still would be possible to inculcate some of the practices of play schools and, in so doing, serve a greatly increased number of children. He refers to one such school in Chicago organized with the cooperation of the Child Study Association of America: "Practically all of the regular school program as to content was put into operation but with this great difference: every possible technique of the private progressive school was to be incorporated in the scheme of things, which meant socialization, group activities, an abundance of creative opportunity in every field, all in a spirit of joyous adventure."

Use of the schools for non-school youths and adults is urged as being an economic, educational and socially constructive procedure; and his discussion of the determining factors of a "narrow" or "wider" use of school facilities is illuminating. The last chapter, "Retrospect and Prospect" is full of encouragement tempered with a constant urge for more work: "The need of the hour everywhere is for social and educational statesmanship based upon cooperative study and thinking with respect to the needs of people of all ages arising out of an abundance of leisure."

ETHEL PERRIN.

In the Magazines

Youth and His World. Progressive Education, January-February 1934.

The entire issue is devoted to this discussion, which is divided into three sections. The first, dealing with "Schools and the Social Order," contains provocative articles by Horace M. Kallen, who disagrees with George Counts' "Dare the School Build a New Social Order;" by Grenville Hicks on the importance to English courses of the "Social Interpretation of Literature;" and by Merle Curli, Bruce Raup, Boyd Bode and others on the effects of social change on education. The second section, on "Revolution by Education," includes accounts of the effects of political upheaval on education in Russia, Mexico and Palestine. It should be noted, however, that it omits Germany and Italy. In the third section, "Helping Youth Understand His World," social studies and social sciences in various progressive schools, such as Edgewood, New College and the University of Chicago High School, are described.

Mental-Hygiene Implications of Student Relationships with the Dean of Women. By Maude E. Watson. Mental Hygiene, January 1934.

The function of the Dean, as described by the author, is to help the student to interpret his own relationships with others by a better understanding of himself and those about him so that he will not be harassed by inner conflicts.

Sex Education in Relation to Mental and Social Hygiene. By Ira S. Wile. Mental Hygiene, January 1934.

Sex education, one of the instruments of mental hygiene, should prepare young people to meet all problems and difficulties of life that center about and grow out of the sex instinct.

The Significance of Play and Recreation in Civilized Life. By Arthur R. Timme. Mental Hygiene, January 1934.

Play is training in application, concentration and socialization. It prepares the child for the life of the adult, and is also a necessary outlet for his immediate needs and interests.

Good to the Last Bite. By Sophia Yarnall. Delineator, February 1934.

The importance of regularity of meals and a matter-of-fact attitude toward them is stressed. Ways of making meals pleasant for children are discussed.

The Homemaking Teacher Meets the Family. By Ona Youngblood. Journal of Home Economics, February 1934.

An account of the practical training received by homemaking students who visit families as part of their training. A description of how such a student can aid the family visited is also given.

When the Children Misbehave. By Earl V. Pullias. Child Education, February 1934.

A tabular record, with introduction and conclusion, of the ways in which teachers representing the "modern, transition and ancient" attitudes would handle fifty types of behavior such as shyness, tardiness, nervousness, interrupting and so on.

Buying Nursing by the Hour. By Margaret Woods. The Parents' Magazine, February 1934.

An account of the hourly visiting nurse service, at a nominal fee, run by the Nurses' Registry and the Public Health Nursing Association.

Creative Opportunities for Children. By Sibyl Browne. The Parents' Magazine, February 1934.

The different stages of a child's artistic development are outlined, with a discussion of ways in which parents can encourage creative impulses in their children.

Growing Up Emotionally. By Elizabeth Healy. The Parents' Magazine, February 1934.

Adults should consider themselves responsible for their children's behavior, since their own capacity to treat their children as growing personalities depends on the maturity they themselves have attained.

For parents and study groups
BIBLIOGRAPHY ON PARENT EDUCATION
1932-1933
Selected from current magazines and pamphlets by Berthe Goodkind
A comprehensive list of recent material arranged by topics — child training, family relationships, psychology, education, sociology, religious education and economics as affecting family life.
Price 10 cents
CHILD STUDY ASSOCIATION, 221 W. 57 St., New York, N. Y.

News and Notes

Recreation—a National Responsibility

WHEN a township board recently proposed a $2,000 appropriation for playgrounds, the tax-payers' association attacked the measure, declaring, "It is foolish to encourage children to exercise in these days. It will only make them hungrier. Give them food and clothing, not play."

This short-sighted but plausible argument has made it almost impossible for park and playground boards to maintain their programs of recreation, more than ever necessary in this day of enforced leisure. Consequently, the National Recreation Association has thrown much of its strength behind the commissions and committees which are struggling against the almost universal attacks on playgrounds, parks, drama groups, crafts and organized sports. When a recreational director writes that his program is being opposed, an Association representative offers help in planning defensive measures, such as rallying the support of social workers, seeking the help of the mayor and speaking before women's clubs and civic groups.

The Association has also aided through counsultants, teaching, demonstrations and publications. Field service alone was given in 467 cities in 1933. There are now 25,000 4-H club leaders, county farm agents, rural teachers and ministers, farmers and members of farm bureaus who have been trained in recreation leadership methods by the Association. Thousands of city persons have also been instructed by specialists in social recreation. A total of 126 institutions for delinquent, dependent and handicapped children was served in 1933 by the Association, resulting in vitalization of the lives of unfortunates through programs of creative activity.

The abolition of child labor, the shortening of working hours and the unemployment and misery of parents have put great demands upon the National Recreation Association's services. The Association has joined other agencies in organizing local community programs for the unemployed and their children. Through the Association's influence public funds in many states have been utilized to hire playground leaders and play-center directors. A comprehensive study of land and water areas in New Hampshire was made, out of which grew the New Hampshire State Planning Board and already new recreational facilities have been constructed for public use in that state.

It is through this defensive and offensive attack that the Association is championing the right of today's and tomorrow's children to the recreational experience that will draw out creative power and enrich personality.

Chicago Child Study Conference

Specialists from many fields related to parent education will talk on family relations at the conference to be held by the Chicago Association for Child Study and Parent Education on March 10 at the Palmer House. At the morning session J. P. Lichtenberger, Sociologist from the University of Pennsylvania, and Paul Douglas, Economist from the University of Chicago, will speak. At noon there will be a round-table luncheon addressed by Douglas G. Campbell, M. D., Psychiatrist of the University of Chicago, and Karen Horney, M. D., of the Institute for Psychoanalysis. At the afternoon session, Dean Thomas E. Benner of the University of Illinois and others will discuss educational problems.

Educational Advances in a Changing World

"Educational Advances in a Changing World" is the topic of the Progressive Education Association Conference to be held March 1-3 at the Hotel Cleveland, Cleveland, Ohio. The conception of education on which the Conference is based is a broad one and takes in many aspects of social and economic change as they affect home, school and community. The immediate problems of the progressive school will be discussed in section meetings. But the educator's need to be aware of the background against which school life must be carried on today is indicated by the wide range of the general sessions, for which some of the topics are: Social-Economic Issues and National Leadership, Planning Educational Reconstruction for the American Community, The Public Mind and the Social Crisis, The Significance of Changes in Our Social Order, the Implications of the Recognized Social Changes for Education, Experiments in Community-School Relations and An Integrated Program for Improved Community Living.

There will also be a general session on The Family

and Its Functions Today at which the content of the Child Study Association's Annual Conference, held late in January, will be summarized and presented for further discussion.

Charles Lake, Superintendent of Schools in Cleveland, will open the Conference, and Bruce Bliven and Goodwin Watson will be the speakers at the first general session. More than forty educators and specialists from all parts of the country will participate at the general and sectional meetings which follow.

Education has been greatly affected by the recovery program, according to United States Commissioner of Education George F. Zook. Millions in relief funds are going to benefit schools and under the Federal Emergency Educational Program 40,000 teachers will be reemployed. In addition the Federal Emergency Relief Administration is entering fields not covered by already organized educational agencies. Of greatest interest to readers of CHILD STUDY are the new parent education groups and nursery schools now being established. The following notes suggest possibilities of far reaching significance beyond even the emergency.

Federal Aid in Parent Education

As part of its general program of adult education the Federal Emergency Relief Administration is providing for establishment of parent education groups. In addition to providing employment for teachers and workers in related fields, it is hoped that one of the indirect results will be the extension of parent education to a larger public than it has reached in the past.

On January 18, in a talk before the Leaders Group of the Child Study Association, Dr. Marie Agnes Tilson of the Merrill-Palmer School, Detroit, explained the administration of this new parent education movement. The decision as to whether a particular state will offer opportunities for parent education rests with that state. The funds for the work are in the hands of the state's Department of Public Instruction and the executive work is delegated to an Assistant in Parent Education under the State Superintendent of Education. It has been suggested that a state advisory committee or council also be formed. The CWA provides the funds and passes upon the eligibility of the teachers who must be "needy and unemployed." An attempt will be made to give preference to professional workers, nurses, social workers and ministers.

To meet the needs of emergency teachers in parent education the Federal Office of Education is publishing a handbook which will orient the teacher in this field, answer pertinent questions and offer suggestions as to methods and techniques of teaching. In addition, packets of printed material are being prepared, including government bulletins and a variety of material published by the Child Study Association and other organizations working with parents.

Emergency Nursery Schools

In needy homes in all parts of the nation small children faced want until the Federal Government recently extended a helping hand to these innocent victims of economic instability. Now they are finding havens in emergency nursery schools established by the Federal Emergency Relief Administration, with the cooperation of the United States Office of Education. The schools are being organized according to policies outlined by the FERA under the direction of Mary Dabney Davis, specialist in nursery-kindergarten-primary education, from the United States Office of Education. Assisting her is a National Advisory Committee.

The Emergency Nursery Schools, authorized by Harry L. Hopkins, Federal Emergency Relief Administrator, are financed by direct relief funds and special funds designated for educational relief work. They are housed in school buildings and settlement houses, and are set up on the basis of local plans submitted by state superintendents of schools to the education division, FERA, Washington, D. C. Their purposes are to give children of needy and unemployed parents a well supervised day away from unhappy and crowded homes, to free parents from added worry and responsibilities during a difficult period, and to provide employment for jobless teachers and others.

Children admitted are from two years to the local legal age for school attendance. Qualifications for teachers are determined by local school authorities cooperating with the local relief administrations. If teachers have not had sufficient training for nursery school teaching, they may receive free pre-service instruction from state institutions.

Members of the National Advisory Committee on Emergency Nursery Schools are: Abigail Eliot, Lois Meek, Edna Dean Baker, George D. Stoddard, Edna N. White and Ralph Bridgman.

National Council of Parent Education

More than half of the State Superintendents of Education in the country had responded by January 15, to an offer of assistance from the Advisory Committee on Emergency Programs of the National Council of Parent Education looking toward temporarily attaching Special Assistants in Parent Education to State Department of Education staffs. These Special Assistants are responsible for the parent education aspects of the

emergency education programs in their respective states and will aid groups working for the development of family relationships and child care from which requests for assistance have come.

A new membership policy is announced by the Council. Individuals professionally engaged in parent education as staff members of educational, religious or welfare organizations are invited to affiliate themselves with the Council.

Beginning this month a bi-monthly bulletin entitled "Parent Education" will be published by the Council to furnish information regarding developments in parent and family education.

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A Number of Things

(*Continued from page* 181)

volve about four major interests: cattle raising, the breeding and training of horses, trips and western folk lore.

As soon as the "dudes" arrive, the transformation from city clothes to boots and ten gallon hats changes the atmosphere completely, and it isn't long before saddles are fitted and they are astride ponies. The old hands "ride circle" in the pasture to round up the brood mares and colts while the new hands just ride. Before long the better riders of the old hands leave on a trip to the fifty section winter range, twenty-three miles away, to round up more saddle horses and drive them up to the summer range where the camp is located. This takes three or four days and when they have returned the new boys are pretty well broken in to riding round-up.

After the whole group have been together again for a few days, the yearling boys begin to get ready for their first taste of camping out western style. After the day's ride is made, horses hobbled out, supper over and the camp fire blazing, slowly but surely the boys draw out from the native cowboys tales from the days when the notorious Hash Knife outfit were rustling cattle through this same territory, stories of long drives over the mountains with thousands of cattle, of stampedes, of the bloody feuds between the sheep men and the cattle ranchers.

Soon after the adventurers have returned to the main camp and the broncs have received a few more days' training, it is time to go down to the winter range. Some go to help neighbors, only twenty-seven miles away, who are also rounding up, while others do a week's hard riding on the range to round up our cattle and drive them up to the summer range. Night herding the cattle, singing cowboy songs, "whooping and shouting and driving the dogies" are great experiences.

All too rapidly the summer passes. A bronc to train, cattle to work, fences to fix, horses to round up, the shindigs with the girls' ranch, the rodeos, the Sundays at the Mormon Church meetings, the Indian ruins, the Indians as they are living today, the hard rides on round-up and camp on the prairies offer innumerable opportunities for mental stimulation, thrilling experiences, physical developments, the development of a philosophy of life and a love of the great outdoors.

Eight years have demonstrated clearly that with proper leadership ranch life is one solution of the problem of providing wholesome summer vacations for both boys and girls. WILLIAM E. KURTZ.

Picture-Books for the Preschool Child

THE flapper who gives her very Victorian aunt a cigarette case for Christmas bases her selection on much the same grounds as those upon which any aunt picks out picture-books for a young niece. Both choose what appeals to themselves. In the case of the picture-book this is not remarkable, since the buyer, confronted with the array on the counter marked "juvenile," has no certain way of knowing either what the child herself would prefer or what modern pedagogy would consider most suitable for her. Since the question of children's preferences in pictures has been little studied, it is not surprising that illustrations for children conform to rather hazy adult notions of what children like rather than to any more dependable standard. Moreover, in recent years, the output of illustrated juveniles has been of a quantity and variety to bewilder not only the well intentioned but the well informed; subjects ranging from fairies to tooth-brushes have been rendered in photographs, in pen and ink, in soft colors and bright, in three dimensions and two, in simple, ornate, or fantastic design.

How can one choose? No dogmatic rule-of-thumb is applicable here (present tendencies to the contrary notwithstanding.) Matters governing taste in art remain controversial; for since art includes the expression of personality, individual response to it is bound to be personal.

Recently, however, attempts have been made to analyze the response of children to specific aesthetic elements in pictures, such as color, various kinds of line and so on. Of these, the published report of a study conducted at Midwestern University by G. L. and R. S. Freeman, *The Child and His Picture Book*, is perhaps of greatest general interest and most provocative. It is of special interest because it concerns itself entirely with nursery age children (between two and four and a half years old;) and it is provocative because it is not content to leave its findings in the psychological laboratory, but applies the tabulated results of these children's actual choices in types of pictures as a measure of suitability to one hundred and twenty picture-books in current use. *Peter Rabbit*, *The Funny Thing*, *Little Black Sambo* and others step up for a psychological examination.

The technique used for obtaining the children's spontaneous preferences seems excellent, but one might wish that the report contained much more data than

is given about the pictures actually used in the testing. According to the Freemans' conclusions, photographs were markedly unpopular. Naturalistic renderings of a given subject in colors true to nature were passed by in favor of crude bright colors in a "stylized" treatment, that is, a simplification of nature. These preferences seem logical, especially as to color, since children's eyes are not, it is thought, sufficiently developed to distinguish delicate color until they are about three. Besides qualifications of color, composition detail and style, a limited number of subjects was also considered, and the children's preferences for pictures of objects, animals and so on were tabulated.

The application of the preference to the one hundred and twenty picture-books is, however, not quite clear. One is led to wonder about such things as whether the Steichen-Martin *First and Second Picture Books* are starred as suitable because the appeal of the subject matter counterbalances the fact that photographs are not well liked. Again, there is some confusion as to where "findings" leave off and conjecture begins. For example, the report makes positive statements as to *text* in picture-books, though text was not included in the study. Nevertheless, so little has been done for the layman in evaluating pictures and illustrations for young children, that the study is a welcome beginning.

When we turn, however, to the accompanying volume, *The Child's First Picture Book*, published by the experimenters to exemplify the picture qualities demanded by these children, we, as adults, find its effect somehow very depressing. True, the subjects are entirely appropriate and in most cases the action is clear and simple. But the color hardly makes a vivid total, due perhaps to economy in printing, nor does the conventionalization seem sufficiently convincing to warrant its anatomical departures from realism. One thinks of certain German picture books, such as *Peterle's Wanderfahrt* and some pages of *Das Buch der Dinge* by Seidmann-Freud, wherein both the simplification and the color seem to fit the specifications in the Freemans' study more closely than their own picture-book, without, at the same time, being aesthetically unacceptable to the adult. Just because we have looked at children's picture wants too exclusively through adult glasses is no reason for going to the other extreme and ignoring the adult reaction entirely. For adult enthusiasm, if not forced on a child, is certainly a potent factor in communicating and developing interest in art.

No one would deny the value of knowing what avenues lead most directly to the child's attention and enjoyment but to build further on his first preference is also a valid objective. Experience is the basis of discrimination in art, and it may well include experience of what is worth while along with what is comprehensible on the child's present level.

And so the book buying aunt or parent may be allowed to temper with her own taste the psychological studies—always provided she has taken pains not only to acquaint herself with the so-called "standards of selection," but also to know the particular child for whom her selection is to be made. For while *Gaston and Joséphine* seems so delicious to the adult for its lively drawing and fresh color, so also is it likely to appeal to almost any child. On the other hand pictures such as Helen Sewell's in *Blue Barns*, for all their charm and grace, are mature in concept and execution and will appeal only to certain children. Some of the very best picture-books for children are among the Soviet State publications, in the years 1927-8-9. At their best they combine spontaneity with an artistry that makes almost any others in this country or Europe seem static and unimaginative. Thus, while actual studies point the way to selection, we still may feel free to make our own individual experiments with taste and interest.

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The Editors' Page

THE Family and Its Functions Today is one of the many topics with which we are today challenging ourselves to face —if not to solve—the problems of our troubled world. This particular problem, the place of the family in a changing society, was selected as the subject for the Forty-fifth Anniversary Conference of the Child Study Association, which was held in New York on January 19 and 20, not because the Association thought that it, or any of its friends and fellow workers whom it might call upon, knew the final answer to the questions it raises. It was, rather, selected, in spite of its complexities, in response to a conspicuously increasing interest on the part of parents themselves, and their desire, more and more frequently heard during the past year, to get a comprehensive view of the family, as affected by social forces in the world at large.

BECAUSE of the almost limitless scope of the subject and the difficulty of covering its many phases within the time limits of a single Conference, it was clear from the first that something more than the ordinary procedure would be needed. In trying to discuss world topics briefly and simply, it is altogether too easy to become, or at least to sound, either pedantic or alarmist. In an effort to get a clarified and coherent view, the Association therefore enlisted the cooperation of more than thirty specialists, in sociology, education, psychology, psychiatry, religious education, social work, economics and parent education. These men and women met during the early winter in four small groups which discussed the family in relation to social conditions, economics, education and ethics.

THESE informal groups brought out not only some enlightening points of agreement but also some lively and equally enlightening controversies. Their discussions formed the basis for the presentations at the Conference, with representatives from each of the discussion groups offering their conclusions and, what is perhaps even more important, their further questions. Any summary which can be given in a single issue of CHILD STUDY will, of course, touch only the high spots of a Conference which kept its large audience engrossed for a day and a half.

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The initial organization of the Conference topics, and the management of the eight discussion meetings were under the direction of BENJAMIN C. GRUENBERG.

The editorial work, including the recording of the preliminary discussions, the organizing of the contributions for publication and the writing of the introductions and headings, was done by ZILPHA CARRUTHERS FRANKLIN.

THE FORECAST FOR MAY: CONFLICT—A FORCE IN PERSONALITY DEVELOPMENT: EDITORIAL—MARGARET CULKIN BANNING: PARENTS AND PERSONS—MARION E. KENWORTHY, M.D.: SIBLING CONFLICTS AND RIVALRIES—DAVID M. LEVY, M.D. TEMPER TANTRUMS—MARTHA MAY REYNOLDS: YOUTH SEEKS A FOOTHOLD—SYMPOSIUM BY COLLEGE STUDENTS: WHAT PRICE SECURITY? —CÉCILE PILPEL.

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